

Sherwood Junior School
Relationships and Behaviour policy
March 2026

Introduction and Rationale

At Sherwood Junior School we are committed to creating an environment where every member of our school community feels safe, valued, respected, happy and able to learn in a supportive environment. Every member of our school community is expected to maintain the highest standards of personal conduct and to accept responsibility for their behaviour and encourage others to do the same. By forming positive, supportive relationships and by acting as role models in school we are promoting our core values of

I am accountable

I am resilient

I am respectful

These core values are displayed prominently in every classroom and are discussed at every opportunity with the children. Appendix 1 provides examples of our core values to support consistency and understanding through school. The language of our core values is used with all children and adults when referring to behaviour. Our values are taught and reinforced through assemblies, our curriculum and RSHE lessons; they help our children to understand how to demonstrate these values in different places in and out of school. Children are consistently praised for demonstrating the core values.

At Sherwood, our approach to behaviour is a relational one where we see behaviour as a communicator of unmet need, a need that we need to meet in order for the behaviour to change.

Responsibilities of members of the school community

Staff and governors	Pupils	Parents
<ul style="list-style-type: none"> • Lead by example – be a good role model • Be consistent in dealing with children • Maintain and raise children’s self-esteem • Encourage the aims and core values of the school among the children • Have high expectations of children in work and behaviour • Meet education needs of the children providing an appropriate curriculum 	<ul style="list-style-type: none"> • Support and care for each other • Respect each other’s property and work • Listen to others and respect their opinions • Take responsibility and be accountable for their own actions and behaviour • Observe the Core Values 	<ul style="list-style-type: none"> • Be aware of the school’s values and expectations • Support the core values and expectations of the school • Support the Home-School Agreement • Ensure the children arrive on time each day and arrangements are made to collect them • Keep children off school when they are ill • Provide school with an explanation of absence

Understanding Behaviour

How we feel and respond to our feelings through our behaviour is linked to underlying and unconscious physiological and emotional processes which in turn are a product of our brain development. To support children, we must understand how to meet the underlying developmental needs not just manage the symptoms. This means providing them with relationships that can make a difference.

- If children are to engage socially and with learning, we need to provide them with an environment within which they can feel safe. Children gain their sense of safety from the adults around them.
- When children feel safe, we will need to provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.
- We need to soothe children and provide them with experiences which calm their defence pathways

Theory and Research

Relate

To be successful at school all children need to develop relationships which enable them to feel safe, secure and good about who they are. For this to happen, relationships need to be at the heart of school life. We aim to promote positive relationships, active engagement and wellbeing for all pupils. Protection, connection, understanding and care are the cornerstones of the relationship and should always be part of all interactions at a whole school, classroom and individual level.

Regulate

Every child will face challenges and at times experience strong emotions which block their access to learning and good social interaction. Catching these emotions and regulating the child so that these emotions do not become overwhelming is integral to keeping the child and classroom calm. When children experience strong emotions, they may need to be co-regulated to support them to calm. Children will need repeated experiences of being co-regulated to be able to self-regulate.

Reason

Once a child is in a state of calm or alert, i.e. regulated, we can then engage the thinking part of their brain and reflection and learning can take place. Within a context of safety, security and stability, pupils' brains can engage with and strengthen the following tasks: logic; cause and effect; predicting; organising; mental flexibility; working memory.

Repair

Repairing relationships is a vital learning experience. Using a restorative framework can ensure that pupils do not carry guilt, shame or rejection and can teach them that they are worthy and deserving of lasting relationships. It supports children to develop greater understanding, empathy and responsibility.

Recognition and Rewards

Everything that we do in school is underpinned by our core values. These values are the basis of our celebration and reward system in school.

It is important that children develop a sense of doing something good for the sake of feeling good about it themselves. This 'intrinsic reward' takes different children different amounts of time to practice and embed. To support with this adults will:

- give specific verbal praise to children who demonstrate the values that we seek.
- inform parents and other staff where we recognise positive behaviours.

We also recognise that some children will need encouragement when developing their character.

We have several ways in which we reward and promote positive behaviour (Appendix 2).

Individual Child: Each class will use raffle tickets as a system of reward for the children in their class for demonstrating our core values e.g. exemplary behaviour, attitude or work. Any adult in school can give any child a raffle ticket. Winners are selected at random each day.

- Class rewards:** The class collectively 'collect' marbles to fill the jar. As a class rewards, this encourages collaboration and a sense of belonging and contributing to the 'team'. Marbles are awarded to acknowledge the core values, positive behaviours and attitudes to learning demonstrated by the whole class. Once the jar is full, the class receive a 'reward' and a sign is displayed on the classroom door to celebrate filling the jar.
- Tea Party:** Each teacher will nominate one child per week to attend the 'Tea Party'. These children will have demonstrated our core values e.g. outstanding behaviour, hard work, tremendous effort or kindness throughout the week. They will be awarded with a certificate in our celebration assembly and attend our winners tea party the following week. A Marvellous Me badge will be sent to parents.
- Golden Tickets:** The Senior Leadership Team will reward our core values with 'Golden Tickets' (e.g. good behaviour, attitude and exemplary learning). These will be given out during each week and each class teacher will keep a visible tally in their classroom. In the celebration assembly, the class with the most golden tickets awarded during the week will receive a special mention. There will be a display showing the running totals of golden tickets in the hall. At the end of each half term the overall winner will receive a class reward of £50 to be spent on an agreed treat. As a class rewards, this encourages collaboration and a sense of belonging and contributing to the 'team'.
- Chance cards:** The midday supervisors award these for demonstrating our core values at lunchtimes. One chance card is chosen at random for each class in our celebration assembly. The selected child can choose a friend and they will have an extra 15 minutes of play time with the midday supervisors the following week.

Marvellous Me

Marvellous Me is an app we use in school to keep parents and families up to date with their children's learning. It's a great way for us to share the wonderful things the children are doing, and to celebrate their achievements. There are different icons that can be used:

Badges – are like stickers and relate to general attitude etc. 'Badges' will be sent for the tea party winner and reading certificates.

Activities – are like postcards and photos or documents can be attached to be shared with parents/carers. Every week every child should receive at least 1 'activity' message – these are based on learning and are subject specific.

Messages – are similar to text messages and can be used for general messages, reminders etc.

Consequences

Providing a protective environment with connected adults is paramount to all relationship and behaviour management. We recognise that sometimes children will not be able to regulate their behaviour and will need understanding and care to help them modify their behaviours.

A consequence is something that happens as a result of a child behaving in a particular way. Consequences can be positive or negative. Positive consequences reinforce behaviour and make it more likely to happen again. Positive consequences include positive attention and praise and rewards for good behaviour. Negative consequences make behaviour less likely to happen again. There are times when we might choose to use negative consequences for difficult behaviour – for example, to reinforce rules when simple reminders haven't worked.

We use these positive behaviour management principles:

- We believe in logical and related consequences that teach, not punish.
- Where possible, consequences should be immediate and natural.
- Staff should follow the consequence steps as below.

- Time should be spent with the child and dealt with in private, so the child does not feel shamed by their behaviour.
- Staff should use our restorative script to help support the child to modify their behaviour in future

Consequence steps

Step 1 – Positive Reminders/Prompts (Relate):

- Pupils to be reminded and/or redirected.
- Appropriate adaptations and supports provided and offered
- Examples of ‘script’ starters:
 - You need to...
 - I need to see you...
 - I expect...
 - I know you will...
 - Thank you for...
 - We will...

Step 2 – Positive caution - Verbal Warning (Relate/Regulate):

- No response/change following positive reminders/adaptations
- 3 verbal warnings in 1 day = yellow card
- Examples of ‘script’ starters:
 - I noticed you are...
 - It was the rule about... that you broke.
 - You have chosen to...

Step 3 – Environment Change (Regulate/Reason)

- No response/change following verbal warning
- Move seats/time in another room/environment (e.g. year group partner, other classroom, with TA in learning support room, in Reset room)
- Examples of ‘script’ starters:
 - I would like you to (move to this seat/go to XX class/go to see XX) because (I know you will focus better here/ I know you will be successful after reflecting on your choices). You can return to your seat/I will see you in XX minutes.

Step 4 – Time to think - Yellow Card (Reason):

- Persistent unacceptable behaviour (3 verbal warnings in 1 day) or 1-off incident
- Written in personal organiser in ‘Important things to remember/messages’ section – **yellow card** highlight with yellow
- Parents informed (phone call, text, face to face)
- Incident log on CPOMS

- Child to have **5 minutes reflection time with the class teacher** at the next morning playtime (e.g. standing outside with the teacher or in the classroom depending on whether the teacher is on duty outside) **MUST** be with the class teacher as part of the relationship building
- Script:
 - How did you feel?
 - What have you thought since?
 - Who has been affected?
 - How can you start to make things better?

Step 5 – Apology (Restore and Mend)

- Three step apology:
 - I'm sorry for...
 - I understand it's a problem because...
 - In the future I will...

Persistently disruptive behaviour or inappropriate playtime behaviour

In cases where children are not responding to the above steps and continue to disrupt learning in the classroom a discussion with SLT will be required to consider further or other consequences. Parents will be invited into school to discuss this and ways in which we can work together to mitigate this behaviour in the future.

Red Card:

- **Red cards MUST be approved by SLT prior to informing the child/parent**
- Written in personal organiser in 'Important things to remember/messages' section – **red card** written in red pen
- Parents informed (phone call, text, face to face)
- Incident log on CPOMS
- **Detention Friday morning playtime with SLT**

Report card:

- A tool that can be used to support a child to focus on a specific aspect of behaviour to reduce repetitive behaviours

Internal Exclusion

- Spend one session/half a day/a full day/playtimes in an alternative classroom/playground away from their peers
- This will be a specified and agreed period of time

Suspension and Exclusion

Suspension and exclusion will always be at the discretion of the Headteacher. Both suspensions and permanent exclusions are tools of last resort, to be considered only after all other behaviour strategies and interventions have

been exhausted. A permanent exclusion may be necessary in response to a serious breach or persistent breaches of the school's behaviour policy, particularly if allowing the pupil to remain would seriously harm the education or welfare of themselves or others. Fixed-period suspensions can be used for shorter incidents, with a maximum of 45 school days in a single academic year. Decisions will be proportionate to the circumstances and discussed with parents, ensuring transparency and collaboration. All actions will comply fully with Nottinghamshire County Council and Department for Education statutory guidance. Any decision to suspend or exclude will be consistent with our core values of **accountability, resilience, and respect**, ensuring that even in challenging circumstances, we uphold dignity and fairness for every child.

We are committed to ensuring that every child's needs are met in a way that supports their wellbeing and inclusion. Where a child requires a tailored approach to managing behaviour, we will work collaboratively with parents and relevant agencies (e.g., Educational Psychologist, Sherwood Area Partnership, Early Help, MHST) to create an individual plan. This plan will set clear, achievable targets aimed at improving behaviour over an agreed timeframe, while maintaining a positive and supportive environment. Although this may involve adapting aspects of the policy to meet the child's needs, we will continue to address unacceptable behaviour in a constructive and consistent manner.

Appendix 1 – Examples of Our Core Values

I am accountable	I am resilient	I am respectful
<ul style="list-style-type: none"> • Accepting my mistakes • Reflect on my choices • Take responsibility for my actions • Take responsibility for my words • Be willing to apologise • Take responsibility for my learning • Accept consequences positively • Use strategies to help me grow and learn • Engage positively in restorative activities • Be responsible for my own equipment, be ready for learning 	<ul style="list-style-type: none"> • It's OK to not know, it's not OK to not try. • I will be brave and ask for help. • I will try my best. • I will aim high. • I will believe in myself. • I will accept that work can be hard. • I know that I may get things wrong. • I will accept that I may get things wrong. • I might not know yet. • I will try different ways to complete a task. • I know I should try different ways to complete a task. • I know that things may not always feel fair. • I will bounce back. • I know I can bounce back. • I will be proud of all my efforts and achievements. • I know how to be proud of all my efforts and achievements. • I will listen to others' opinions and accept advice. • I accept that everyone is different. 	<ul style="list-style-type: none"> • Look after equipment and the environment • Listen to everyone • Manners, being polite • Being accepting of others and opinions • Proud of yourself and your work • Treat others as you wish to be treated • Caring • Be honest • Follow agreed school rules, policies and practices • Respect differences • Accept the differences in others • Understanding the feelings of others • It is OK to say no – it's about how you say it.

Appendix 2 - Positive Behaviour Reward Systems and Processes

	Individual child	Tea Party Winner	Whole class	Golden Ticket	Chance Cards
Purpose	To acknowledge positive behaviours and attitudes to learning demonstrated by individual children	To acknowledge positive behaviours and attitudes to learning demonstrated by individual children	To acknowledge positive behaviours and attitudes to learning demonstrated by the whole class; to encourage collaboration and a sense of belonging and contributing to the 'team'	To acknowledge positive behaviours and attitudes to learning demonstrated by individual children, groups or the whole class; to encourage collaboration and a sense of belonging and contributing to the 'team'	To acknowledge good behaviour at lunchtimes by individual children
How it works?	Raffle tickets are given to individual children for exemplary behaviour, attitude or work. Children write their name on the raffle ticket and add it to the class 'pot'. Any adult in school can give a child a raffle ticket.	1 child selected by the class teacher Winners and reasons shared in assembly every Friday and in the newsletter	Marble/coin jar The class collectively 'collect' marbles/coins to fill the jar. Sign displayed on the classroom door to celebrate filling the jar.	Only given by the SLT. Each class teacher will keep a visible tally in their classroom. There will be a display showing the running totals of golden tickets in the hall. Winners every half term shared in the newsletter	Awarded by the midday supervisors Children write their name on the chance card and add it to the class 'pot'.
Frequency	Daily - 2 tickets selected at random	Every Friday afternoon	When the jar is full	Weekly trophy for the most golden tickets in the week Half termly a class reward of £50 to be spent on an agreed treat.	Weekly (every Friday) a winner is selected at random in each class
Possible rewards	Small pack of sweets	A certificate will go home to parents. Marvellous Me badge sent to parents The children attend a 'tea party' in school on Monday.	<u>Maximum of 15 minutes:</u> Extra playtime Short film/TV programme 'games' on the laptops Board games	<u>½ day (usually an afternoon):</u> Pizza/take away Film afternoon with treats Games for the classroom/outside – time to play with them	15 mins extra play time at 11.45am on Monday supervised by the MDSA (each child selected can choose a friend)

Appendix 3 - Behaviour Management Tips with Jason Bangbala

1. Always **meet, greet and correct at the door** as pupils enter/ leave brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform ____"; "Great to see you today ____"; "Good start ____";
2. **REMEMBER NAMES!** If we don't know every pupil we teach, how can we make them feel accepted? This is also part of us "owning" the classroom as teachers
3. Ignore bad behaviour and **focus on good behaviour**: "Thankyou ____ for being ready to listen"; "Thankyou ____ for looking this way"; "Thankyou ____ for your maturity" etc.
4. **Exude confidence!** How can we impart confidence and self esteem in our pupils if we are severely lacking it ourselves? Plus pupils can smell fear a mile off & will capitalise on it!
5. Set the scene:
 1. **LO**: What are we learning today? Big picture e.g. "Today we will learn the blues scale ready for an assessment next lesson"
 2. **Expectations**: What am I looking for? Success criteria (afl) e.g. "Today I'm looking for you to play the right notes of the blues scale together with the right tempo"
 3. **Model**: What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better?
 4. **Starter**: Always use a starter to reinforce prior learning to prepare for this lesson
6. Use **non-confrontational techniques**:
 - "Is everything alright there ____?" for unfocussed pupils.
 - "How can I help you ____?" for pupils off task.
 - Stand next to a disruptive pupil
7. Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events
8. If pupils don't respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.
9. **Look beyond the behaviour** – they're not all evil! All pupils need encouragement and acceptance
10. 99% of managing behaviour **is in your head!** Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!
11. **Pupils need praise** like plants need water
12. Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. Why use?: keeps calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a verbal cue!
13. **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumbs up from other hand to pupils that respond
14. **Acknowledge latecomers** but **don't let it stop the flow** of the lesson: "thank you for taking your seat quietly and I'll speak to you at the end"
15. **Correct terminology** is crucial! "Well done **team!**" and "**Learning buddy**" promotes inclusion, self esteem, and an atmosphere of 'togetherness'
16. **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
17. **Plenaries**: don't just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use throughout lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding

18. **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
19. Have **high expectations** of all pupils e.g. "I expect all pupils in this room to get a level 5".
20. Use a **good sense of humour**: again a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"
21. **Change your mindset** – 'buzz' off difficult classes!
22. **Smile!** It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment
23. Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room
24. **Use rewards/ bribery!** Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted e.g. using sweets to discretely give out for good answers/ work.
25. Have **effective time management** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!
26. A **phone call home** to a parent for **praise** is worth far more than a 1,000 negative calls – this is **goldust!** A 1 minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions
27. Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mould hill! Will increase self esteem
28. 4 good strategies to **combat a disruptive pupil**:
 - i. Say their name; Eye contact; Pause; Body language; Action e.g. "look this way"; "Thank you"; Move on
 - ii. Ask **"What should you be doing now?"** – refocuses their brain
 - iii. **Power of choice** e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice"
 - iv. **Diversion** – agree and refocus e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"
29. Make tasks for **competitive** – some children thrive on competition!
30. Tasks must have **QUDOS**: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge). Also PVC: Pace (including updates); Variety, and Challenge
31. Emphasise **TEAM** – Together Everyone Achieves More!
32. Again have an **air of confidence**, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!
33. Don't be afraid to give pupils **high fives** to let pupils know you care!
34. A good teacher **brings the curriculum to life!** Work is done when it's fun!
35. Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself
36. Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.
37. Continually go round **quietly** and offer **encouraging words/ gentle discipline**
38. Give no more than **3 instructions** at any one time – brain struggles to process
39. Lastly, doing all this can be tiring, but **you only get out what you put in!**

2 Best skills of an excellent teacher:

- 1) **Confidence** – impart this to pupils in order to boost their self esteem

2) **Inter-personal skills** – they know their names, personal stories, use good sense of humour, engage with pupils using references that pupils relate to e.g. X factor etc.

5 key qualities of an excellent teacher:

1) Firm, fair and clear boundaries: meet, greet and correct issues at door

2) Interesting and engaging lessons

3) Good, consistent performance

4) Assertive and confident manner – body language etc.

5) Engaging relationships – know names? Do they see the teacher as a human being?

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